



August 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results*. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2009
Code: 13951098
SAU: Thornton Academy
School: Thornton Academy

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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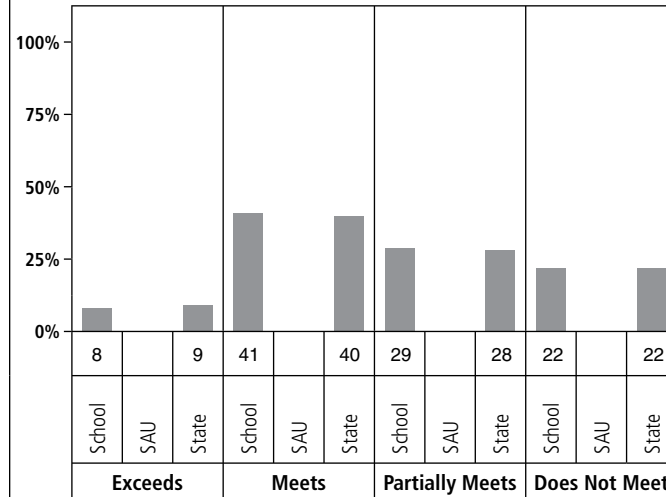
SUMMARY OF SCORES

Test Date: May 2009
SAU: Thornton Academy
School: Thornton Academy

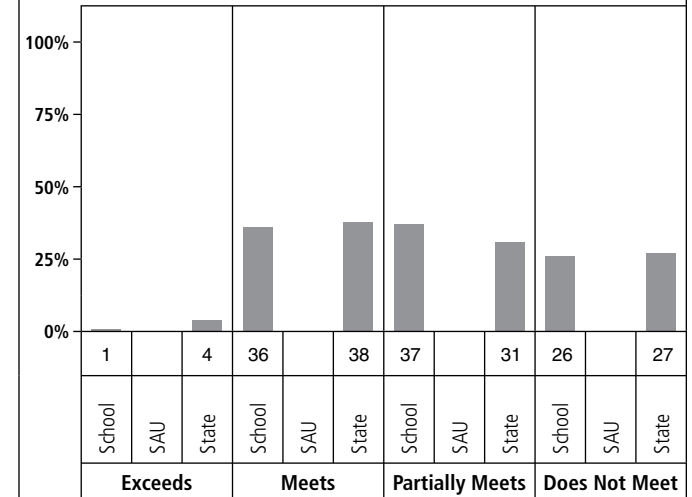
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2006–2007	1141		1141
2007–2008	1141		1141
2008–2009	1141		1141
Cum Average*	1141		1141
Mathematics			
2006–2007	1140		1140
2007–2008	1140		1141
2008–2009	1139		1141
Cum Average*	1140		1141
Writing			
2006–2007	1140		1141
2007–2008	1140		1140
2008–2009	1140		1140
Cum Average*	1140		1140
Science			
2008–2009**	1138		1140

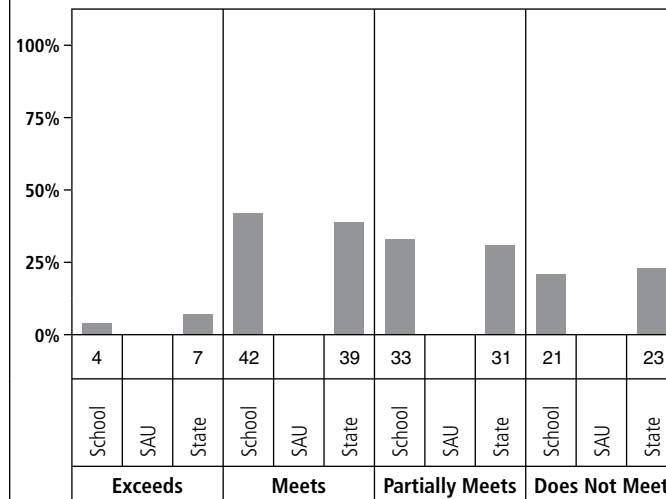
CRITICAL READING



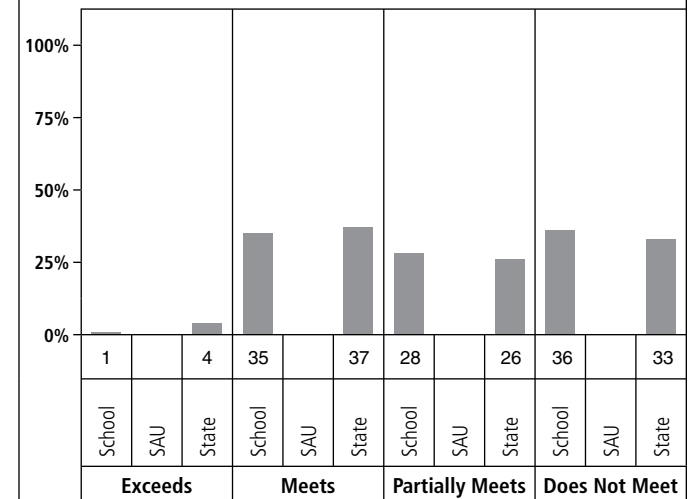
MATHEMATICS



WRITING



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science standards were reset in May 2009, no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009
SAU: Thornton Academy
School: Thornton Academy

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	323	100			15632	100	315	98			14928	96	319	99			15274	98	315	98			14926	96	311	96			15079	97
Ethnicity African American/Black	6	2			341	2	6	100			310	91	6	100			322	95	6	100			309	91	6	100			317	93
American Indian or Native Alaskan	2	1			111	1	2	100			101	91	2	100			107	96	2	100			101	91	2	100			103	93
Asian or Pacific Islander	6	2			241	2	5	83			221	92	5	83			229	95	5	83			221	92	5	83			227	94
Hispanic	4	1			166	1	4	100			156	94	4	100			162	98	4	100			156	94	4	100			155	93
Caucasian/White	305	94			14773	95	298	98			14140	96	302	99			14454	98	298	98			14139	96	294	96			14277	97
Not Reported	0	0			0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0			0	0
Identified disability	44	14			2327	15	43	98			2108	91	44	100			2200	95	43	98			2099	91	44	100			2140	92
Current LEP	2	1			262	2	2	100			232	89	2	100			246	94	2	100			231	88	2	100			240	92
Economically disadvantaged	0	0			4634	30	0	0			4263	92	0	0			4451	96	0	0			4262	92	0	0			4383	95
Migrant	0	0			5	0	0	0			4	80	0	0			5	100	0	0			4	80	0	0			5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N		N		N		N		N		N		N		N		N		N		N		N	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	288	89			13079	84	292	90			13417	86	288	89			13084	84	285	88			13288	85
Identified disability (PET/IEP)	24	8			727	6	25	9			814	6	24	8			725	6	25	9			802	6
LEP	2	1			170	1	2	1			181	1	2	1			170	1	2	1			177	1
504 plan	0	0			238	2	0	0			245	2	0	0			238	2	0	0			241	2
Participation with accommodations	24	7			1626	10	24	7			1636	10	24	7			1624	10	23	7			1579	10
Identified disability (PET/IEP)	16	67			1158	71	16	67			1165	71	16	67			1156	71	16	70			1126	71
LEP	0	0			56	3	0	0			59	4	0	0			55	3	0	0			57	4
504 plan	0	0			79	5	0	0			79	5	0	0			80	5	0	0			77	5
Other	8	33			360	22	8	33			360	22	8	33			360	22	7	30			345	22
Participation through alternate assessment (PAAP)	3	1			223	1	3	1			221	1	3	1			218	1	3	1			212	1
Identified disability (PET/IEP)	3	100			223	100	3	100			221	100	3	100			218	100	3	100			212	100
LEP	0	0			6	3	0	0			6	3	0	0			6	3	0	0			6	3
504 plan	0	0			0	0	0	0			0	0	0	0			0	0	0	0			0	0
Approved non-participation in reading – 1st year LEP	0	0			0	0																		
Approved non-participation – special consideration	0	0			24	0	0	0			34	0	0	0			24	0	0	0			26	0
Non-participation – other	8	2			680	4	4	1			324	2	8	2			682	4	12	4			527	3

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2009
 SAU: Thornton Academy
 School: Thornton Academy

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007	17	6			1168	8
	2007-2008	17	6			1184	8
	2008-2009	25	8			1339	9
	Cum. Total*	59	7			3691	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007	106	39			5714	38
	2007-2008	137	46			5885	40
	2008-2009	128	41			5897	40
	Cum. Total*	371	42			17496	40
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007	95	35			4728	31
	2007-2008	85	29			4093	28
	2008-2009	89	29			4169	28
	Cum. Total*	269	30			12990	29
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007	57	21			3444	23
	2007-2008	59	20			3417	23
	2008-2009	70	22			3255	22
	Cum. Total*	186	21			10116	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Thornton Academy
School: Thornton Academy

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	312	25	8	128	41	89	29	70	22	1141							14660	9	40	28	22	1141
Ethnicity																						
African American/Black	6	0	0	1	17	3	50	2	33	1136							303	3	23	27	47	1133
American Indian or Native Alaskan	2																100	5	27	30	38	1135
Asian or Pacific Islander	5	0	0	2	40	3	60	0	0	1141							219	11	34	28	26	1141
Hispanic	4																151	3	34	33	30	1137
Caucasian/White	295	25	8	122	41	81	27	67	23	1141							13887	9	41	28	21	1141
Not Reported	0																0					
Identified disability																						
Yes	40	1	3	1	3	12	30	26	65	1126							1865	1	11	24	64	1127
No	272	24	9	127	47	77	28	44	16	1143							12795	10	45	29	16	1143
Current LEP																						
Yes	2																225	0	9	22	68	1126
No	310	25	8	127	41	88	28	70	23	1141							14435	9	41	29	21	1141
Economically disadvantaged																						
Yes	0																4120	3	30	32	35	1136
No	312	25	8	128	41	89	29	70	22	1141							10540	11	44	27	17	1143
Migrant																						
Yes	0																3					
No	312	25	8	128	41	89	29	70	22	1141							14657	9	40	28	22	1141
Gender																						
Female	161	13	8	73	45	42	26	33	20	1142							7098	10	43	29	18	1142
Male	151	12	8	55	36	47	31	37	25	1140							7562	9	37	28	26	1140
Not Reported	0																0					
Title 1A targeted program																						
Yes	0																291	3	28	28	41	1135
No	312	25	8	128	41	89	29	70	22	1141							14369	9	40	28	22	1141
Gifted/talented program																						
Yes	0																520	52	45	3	1	1161
No	312	25	8	128	41	89	29	70	22	1141							14140	8	40	29	23	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2009
SAU: Thornton Academy
School: Thornton Academy

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007	4	1			578	4
	2007-2008	2	1			637	4
	2008-2009	3	1			596	4
	Cum. Total*	9	1			1811	4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007	106	38			5481	36
	2007-2008	110	37			5508	37
	2008-2009	114	36			5674	38
	Cum. Total*	330	37			16663	37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007	96	34			4754	31
	2007-2008	117	39			5065	34
	2008-2009	116	37			4622	31
	Cum. Total*	329	37			14441	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	73	26			4607	30
	2007-2008	71	24			3660	25
	2008-2009	83	26			4116	27
	Cum. Total*	227	25			12383	27

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Thornton Academy
School: Thornton Academy

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	316	3	1	114	36	116	37	83	26	1139							15008	4	38	31	27	1141
Ethnicity																						
African American/Black	6	0	0	1	17	2	33	3	50	1134							315	1	15	29	56	1134
American Indian or Native Alaskan	2																106	1	20	31	48	1134
Asian or Pacific Islander	5	0	0	2	40	2	40	1	20	1141							227	11	41	28	21	1144
Hispanic	4																157	1	27	25	46	1136
Caucasian/White	299	3	1	110	37	109	36	77	26	1140							14203	4	39	31	27	1141
Not Reported	0																0					
Identified disability																						
Yes	41	0	0	2	5	8	20	31	76	1131							1959	0	7	19	73	1130
No	275	3	1	112	41	108	39	52	19	1141							13049	5	42	33	21	1142
Current LEP																						
Yes	2																239	0	14	24	62	1132
No	314	3	1	113	36	115	37	83	26	1139							14769	4	38	31	27	1141
Economically disadvantaged																						
Yes	0																4306	1	24	33	42	1136
No	316	3	1	114	36	116	37	83	26	1139							10702	5	43	30	21	1142
Migrant																						
Yes	0																4					
No	316	3	1	114	36	116	37	83	26	1139							15004	4	38	31	27	1141
Gender																						
Female	163	1	1	58	36	57	35	47	29	1139							7248	3	38	33	27	1140
Male	153	2	1	56	37	59	39	36	24	1140							7760	5	38	29	28	1141
Not Reported	0																0					
Title 1A targeted program																						
Yes	0																293	1	23	37	39	1137
No	316	3	1	114	36	116	37	83	26	1139							14715	4	38	31	27	1141
Gifted/talented program																						
Yes	0																521	31	63	4	2	1157
No	316	3	1	114	36	116	37	83	26	1139							14487	3	37	32	28	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2009
SAU: Thornton Academy
School: Thornton Academy

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007	12	4			937	6
	2007-2008	17	6			962	7
	2008-2009	11	4			1062	7
	Cum. Total*	40	5			2961	7
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007	116	42			6167	41
	2007-2008	116	39			5564	38
	2008-2009	131	42			5706	39
	Cum. Total*	363	41			17437	39
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007	79	29			4723	31
	2007-2008	102	34			4679	32
	2008-2009	103	33			4487	31
	Cum. Total*	284	32			13889	31
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007	68	25			3227	21
	2007-2008	63	21			3376	23
	2008-2009	67	21			3408	23
	Cum. Total*	198	22			10011	23

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Thornton Academy
School: Thornton Academy

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	312	11	4	131	42	103	33	67	21	1140							14663	7	39	31	23	1140
Ethnicity																						
African American/Black	6	0	0	1	17	5	83	0	0	1138							302	2	22	32	44	1133
American Indian or Native Alaskan	2																100	2	23	35	40	1134
Asian or Pacific Islander	5	0	0	3	60	2	40	0	0	1140							219	10	37	27	26	1141
Hispanic	4																151	4	29	32	35	1135
Caucasian/White	295	11	4	125	42	94	32	65	22	1140							13891	7	40	31	23	1140
Not Reported	0																0					
Identified disability																						
Yes	40	0	0	3	8	11	28	26	65	1127							1861	0	8	21	71	1125
No	272	11	4	128	47	92	34	41	15	1142							12802	8	43	32	16	1142
Current LEP																						
Yes	2																224	0	8	28	64	1127
No	310	11	4	130	42	102	33	67	22	1140							14439	7	39	31	23	1140
Economically disadvantaged																						
Yes	0																4121	2	27	33	38	1134
No	312	11	4	131	42	103	33	67	21	1140							10542	9	44	30	18	1142
Migrant																						
Yes	0																3					
No	312	11	4	131	42	103	33	67	21	1140							14660	7	39	31	23	1140
Gender																						
Female	161	7	4	73	45	50	31	31	19	1141							7103	9	43	31	17	1143
Male	151	4	3	58	38	53	35	36	24	1138							7560	6	35	30	30	1138
Not Reported	0																0					
Title 1A targeted program																						
Yes	0																291	3	25	36	35	1135
No	312	11	4	131	42	103	33	67	21	1140							14372	7	39	30	23	1140
Gifted/talented program																						
Yes	0																520	43	52	3	1	1159
No	312	11	4	131	42	103	33	67	21	1140							14143	6	38	32	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2009
SAU: Thornton Academy
School: Thornton Academy

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)

Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)

Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)

Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)

STUDENTS AT EACH ACHIEVEMENT LEVEL

School		SAU		State	
N	%	N	%	N	%
4	1			602	4
107	35			5431	37
86	28			3876	26
111	36			4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	20.86	37.3			22.76	40.6
D. The Physical Setting	34	61	12.88	37.9			13.63	40.1
D1/D2 Earth/Space	14	25	5.15	36.8			6.05	43.2
D3/D4 Matter and Energy/Force and Motion	20	36	7.73	38.7			7.58	37.9
E. The Living Environment	22	39	7.98	36.3			9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Thornton Academy
School: Thornton Academy

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	308	4	1	107	35	86	28	111	36	1138							14867	4	37	26	33	1140
Ethnicity																						
African American/Black	6	0	0	1	17	2	33	3	50	1135							311	1	18	20	61	1133
American Indian or Native Alaskan	2																102	1	19	30	50	1135
Asian or Pacific Islander	5	0	0	2	40	2	40	1	20	1141							225	5	40	20	36	1141
Hispanic	4																152	2	23	18	57	1136
Caucasian/White	291	4	1	102	35	82	28	103	35	1138							14077	4	37	26	32	1141
Not Reported	0																0					
Identified disability																						
Yes	41	1	2	3	7	3	7	34	83	1130							1928	0	9	18	72	1131
No	267	3	1	104	39	83	31	77	29	1140							12939	5	41	27	28	1142
Current LEP																						
Yes	2																234	0	10	11	79	1129
No	306	4	1	105	34	86	28	111	36	1138							14633	4	37	26	33	1140
Economically disadvantaged																						
Yes	0																4264	2	24	26	47	1136
No	308	4	1	107	35	86	28	111	36	1138							10603	5	41	26	28	1142
Migrant																						
Yes	0																4					
No	308	4	1	107	35	86	28	111	36	1138							14863	4	37	26	33	1140
Gender																						
Female	160	0	0	52	33	51	32	57	36	1138							7179	2	32	29	37	1139
Male	148	4	3	55	37	35	24	54	36	1139							7688	6	40	23	30	1142
Not Reported	0																0					
Title 1A targeted program																						
Yes	0																287	2	23	26	49	1136
No	308	4	1	107	35	86	28	111	36	1138							14580	4	37	26	33	1140
Gifted/talented program																						
Yes	0																517	28	65	6	1	1156
No	308	4	1	107	35	86	28	111	36	1138							14350	3	35	27	35	1140

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